

Heathlands

C of E Primary School

Helping everyone shine their light

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| Policy | Pupil premium policy |
| Author | Mel Cork |
| Adopted by | Governing Board – May 2026 |
| To be reviewed by | May 2027 |

This document is based on a model policy

At Heathlands, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

Compassion and Kindness

Hope

Connection and Belonging

These, alongside our Core Christian Values, are interweaved in all that we do.

Our school Code of Conduct:

Be Respectful

Be Safe

Be Kind

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are an inclusive and caring community, whose Core Christian values (Trust, respect, enjoyment, courage and Kindness) are built on mutual trust and respect for all.

Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

Legislation and guidance

This policy is based on the pupil premium , published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

Use of the grant

Our annually reviewed Pupil Premium strategy explains how we use the pupil premium within school, including how our strategy is underpinned by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

This will include:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support
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Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

This can include:

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding English classes for children who speak another language

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Pupil Premium | Heathlands C of E Primary School](#)

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals - Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked-after children - Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally

based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post looked-after children - Pupils recorded in the most recent October census who were: Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order In state care from outside England and Wales before being adopted

Ever 6 service children - Pupils recorded in the most recent October census: With a parent serving in the regular armed forces Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Roles and responsibilities

Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy and strategy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way

- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Monitoring arrangements

This policy and the strategy will be reviewed annually by the PPG lead. At every review, the policy will be shared with the governing board.